

Intuitive Thought & Symbolic Function



AUBURN UNIVERSITY SYLLABUS

CTEC 3030 Intuitive Thought and Symbolic Function

Credit Hours: 3 semester hours

Prerequisites: Admission to Teacher Education

Corequisites: CTEC 4911

Instructor:

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Curriculum & Teaching

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Office hrs by appointment - sign up by going to: <http://www.meetme.so/angelalove>

Textbooks required:*

Clay, M. M.. (1974). *What did I write?: Beginning writing behaviour*. Portsmouth, NH: Heinemann.

Fisher, B., & Medvic, E. F. (2000). *Perspectives on shared reading: Planning and practice*. Portsmouth, NH: Heinemann.

McCarrier, A., Pinnell, G. S., & Fountas, I. C. (2000). *Interactive writing: How language & literacy come together, K-2*. Portsmouth, NH: Heinemann.

Ray, K. W. (2001). *The writing workshop: Working through the hard parts (and they're all hard parts)*. Urbana, IL: NCTE.

Wohlwend, K. E.. (2011). *Playing their way into literacies: Reading, writing, and belonging in the early childhood classroom*. New York: Teachers College. (Chapters from this text will be used for lectures and assignments.)

Textbooks recommended

Gartrell, D. (2013). *Education for a civil society: How guidance teaches young children democratic life skills*. Washington, D. C.: National Association for the Education of Young Children. (Chapters 8-16 plus Appendix will be used in class discussion.)

Horn, M., & Giacobbe, M. E. (2007). *Talking, drawing, writing: Lessons for our youngest writers*. Washington, D. C.: National Association for the Education of Young Children. (Chapters 2, 4, 5, & 8, minimum will be used in class discussion.)

Ray, K. W. (2006). *Study driven: A framework for planning units of study in the writing workshop*. Portsmouth, NH: Heinemann. (Chapters from each section will be in class discussion.)

***Additional readings will be made accessible through the Canvas class website when required or recommended.**

Course Description

The course is designed to help pre-service teachers increase their understanding of young children's intuitive thought and the representational mediums by which it is expressed. The course focuses on how young children construct an understanding of, and develop the ability to use, the symbol systems of our culture. Specifically, the course provides the opportunity for students to confront and attempt to answer the following questions:

1. How do children make the transition from intuitive thought to flexible use of the symbol systems of our culture?
2. How can teachers provide experiences that enable children to make their intuitive thought explicit?
3. How can teachers provide experiences that challenge the intuitive thought of children?
4. How can teachers facilitate the development of symbolic function in young children?
5. How can teachers understand and monitor the development from intuitive thought to symbolic function in literacy?
6. How can teachers organize their own thinking and planning?

COURSE OBJECTIVES

1. To understand the elements of early thinking, and to value the intuitive thought of childhood and better understand its place in the course of development.
2. To understand the role of social interaction in learning and development.
3. To recognize the abstract nature of reading and writing as symbolic functions and the nature of play as literacy, and to learn how to use these and other mediums to enrich children's thinking as they progress towards literate minds.
4. To learn to use cooperative learning, discussion, and problem-based learning strategies.
5. To construct knowledge of how children develop and learn in order to provide opportunities that support the social, emotional, language, cognitive, and aesthetic development of preschool and kindergarten children.
6. To learn to administer, analyze, and use the results from appropriate assessments of literacy development.
7. To develop a strategy for planning experiences for young children.

Course Content & Schedule

- I. **Online Interactive Notebook on readings, video clips, lectures, investigations - (20 entries @ 3 pts. per entry, Total = 60 pts):** Document your thoughts and questions from reading (you may scan/upload *neatly* handwritten notes *or* type notes in a Word or Pages document in outline/response format). Individual entries are due on midnight before class for which the readings are to be discussed. Bring your writing journal to class each day (a device, preferably, on which you can access your OIN.) You will share with your peers for beginning discussion each class.

Part 1: Notes, Summary, & Questions (For each class, combine notes for more than one chapter, labeling each chapter):

- your **notes** from reading the chapter highlighting (boldface) key concepts
- a *brief summary* of your notes
- **3 questions** that demonstrate **your critical thinking** (e.g., questions that link to other readings and/or other authors, to self, to classroom context, to what surprised and/or interested you, to your curiosity, clarification questions)

Part 2: Connect to Background Knowledge and/or Previous Content (for each chapter)

- Bring in and embed links to images, videos, etc. Use web resources, make a CONNECTION that has meaning for you. Write or record a caption to explain the connection.

Part 3: Synthesize Learning (for each entry)

- Create an something original from what you learned.
- Examples might be a poem, song, original image or drawing, comic strip, concept map or other graphic organizer, PowerPoint, video, magazine cover, letter to the editor, metaphorical representation, etc.)

- II. **Writing/Play literacy Case Study (60 pts): **Add an interactive study component****

Choose two children whom you will observe their writing, drawing, talking, and play. These may be your small group from the CTRD class. Collect samples of their drawing, writing, and other forms of expression that they may produce over a period of not less than five weeks (e.g., including their artwork, documentation of their imaginative play, written notes/transcripts from observing/listening to their talking).

For the children you observe and with whom you interact, you will document, analyze, & report:

- how imaginative play, drawing, talk and print function for the children,
- what they know about written language, and how they communicate with peers and teachers.
- the children's understanding of print - what they know, what “errors” demonstrate their

knowledge

- **their level of representation** - the level of detail in their drawing and writing, how they communicate verbally about their representation

- include samples (clear photos in which the details of the child's work can be clearly detected) with
 - write a description of an observations of the child working on each sample
 - use quotes, transcribed notes, etc. to describe their thinking about the work sample,
 - describe the context (e.g., the lesson objective, purpose & expected outcome)
- **your interaction in terms of *language use*** (related to Peter Johnston and Katie Ray) - video record yourself *at least* twice interacting (may be in small group interaction with each child) and analyze
 - describe the context (i.e., lesson & include lesson plan if possible, regularity with which you have met with this group, what the objectives were for the interaction with this group of children, etc.)
 - document the #times you used language from a ***dynamic-learning v. fixed-performance frame, process v. person feedback, alternatives to praise***
 - describe and make a plan based on your analysis
 - use the tables chapters from Johnston's books (e.g., in *Opening minds*, pp. 17, 23, 45, Fig. 5.1, p. 56, etc.) to guide your *analysis* and *plan for changes*

^aA dispositions interview will be available on Canvas.

III. **Group leads activity from Author Study for Writing Workshop** (60 pts):

Groups will choose to study one of two authors of children's books, Mem Fox or Cynthia Rylant, and conduct an author study. Include:

- the background of the author
- the craft that defines this author's writing, illustrations, etc.
- a list of books by this author and an annotated bibliography of 10 of the books included
- the language and characteristics of the books

Each group will present their study with an original synthesis of what you learned. This may be in the form of a digital presentation, but must include

- a visual creation of your investigation with captions explaining your *prior knowledge, questions you investigated, and what you learned in your investigation.*
- use multimedia, and know that you have the freedom to create projects that will demonstrate your knowledge of the author your group studied.

IV. **Language submersion experience & paper** (50 pts):

You will choose to attend an organizational meeting (e.g., church service, community organizational meeting, foreign language class) conducted in an *unfamiliar language*. You will then write an 3-5 page paper on your experience. Assignment and grading criteria will be provided on the class Canvas website.

V. Participation (20 pts):

All students are required to attend all classes, be punctual, and be active participants in class discussions and activities. Students are also expected to be respectful to others by not displaying disruptive or inappropriate behavior during class. (*This includes talking while another student has been acknowledged to speak, as well as while the instructor is speaking, texting or using a mobile device in any other inappropriate manner unrelated to the course.*) Points will be deducted from the original 20 when an infraction occurs (as determined by the instructor) and the student will be notified that points were deducted within a reasonable time after the infraction. Each incidence of unprofessional behavior will result in a 2-4 pt. deduction, depending on whether the behavior has already been addressed or not.

TENTATIVE SCHEDULE CAN BE FOUND ON FOLLOWING PAGES

January

2015

December							February						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6	1	2	3	4	5	6	7
7	8	9	10	11	12	13	8	9	10	11	12	13	14
14	15	16	17	18	19	20	15	16	17	18	19	20	21
21	22	23	24	25	26	27	22	23	24	25	26	27	28
28	29	30	31										

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
Week 1			Classes begin	Haley Center 2-3:15 Introduction to the course and to Shared Reading		
18	19	20	21	22	23	24
Week 2	Holiday: MLK Due: see 1/20	Readings: Fisher & Medvic CH 1-3 Due Midnight 1/19. on Canvas: Writing Journal Entry 1	Due: see 1/22	Readings: Fisher & Medvic CH 4-5 APP Due Midnight 1/21. on Canvas: Writing Journal Entry 2		
25	26	27	28	29	30	31
Week 3	Due: see 1/27	Readings: Ray, CH 1-2 Due Midnight 1/26. on Canvas: Writing Journal Entry 3	Due: see 1/29	Readings: Ray, CH 3-5 Due Midnight 1/28. on Canvas: Writing Journal Entry 4		
1	2	3	4	5	6	7

February

2015

January							March						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2	3	1	2	3	4	5	6
4	5	6	7	8	9	10	8	9	10	11	12	13	14
11	12	13	14	15	16	17	15	16	17	18	19	20	21
18	19	20	21	22	23	24	22	23	24	25	26	27	28
25	26	27	28	29	30	31	29	30	31				

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7
Week 4	Due: see 2/3	Readings: Ray, CH 6-7 Due Midnight 2/2. on Canvas: Writing Journal Entry 5	Due: see 2/5	Readings: Ray, CH 8-9 Due Midnight 2/4. on Canvas: Writing Journal Entry 6		
8	9	10	11	12	13	14
Week 5	Due: see 2/10	Readings: Ray, CH 10-11 Due Midnight 2/9. on Canvas: Writing Journal Entry 7	Due: see 2/12	Readings: Ray, CH 12 Due Midnight 2/11. on Canvas: Writing Journal Entry 8		
15	16	17	18	19	20	21
Week 6	Due: see 2/17	Readings: Ray, CH 13, Supplemental Online Due Midnight 2/16. on Canvas: Writing Journal Entry 9		Beginning of an Author Study in 2 Groups: 1/2 Mem Fox & 1/2 Cynthia Rylant		
22	23	24	25	26	27	28
Week 7		Authors Study: 1/2 Mem Fox & 1/2 Cynthia Rylant Due Midnight 2/23. on Canvas: Anonymous Survey	Due: see 2/25	Readings: Ray, CH 14-15 Authors Study: 1/2 Mem Fox & 1/2 Cynthia Rylant Due Midnight 2/25. on Canvas: Writing Journal Entry 10		
1	2	3	4	5	6	7
8	9	10	11	12	13	14

March

2015

February							April						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7				1	2	3	4
8	9	10	11	12	13	14		5	6	7	8	9	10
15	16	17	18	19	20	21		12	13	14	15	16	17
22	23	24	25	26	27	28		19	20	21	22	23	24
								26	27	28	29	30	

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2		3	4	5	6
Week 8		Authors Study: 1/2 Mem Fox & 1/2 Cynthia Rylant		Readings: Ray, CH 16-17 Authors Study: Two groups: 1/2 Mem Fox & 1/2 Cynthia Rylant ***Midterm***		
8	9		10	11	12	13
Week 9		Group Presentations/Activities/ LPs for WW & Author Study		Group Presentations/Activities/ LPs for WW & Author Study		
15	16		17	18	19	20
Week 10	Due: see 3/17	**Spend an entire day at your practicum placement** Readings: Wohlwend, CH 1-2 Due midnight 3/16, on Canvas: Writing Journal Entry 11	Due: see 3/19	Readings: Wohlwend, CH 3 Due midnight 3/18, on Canvas: Writing Journal Entry 12		
22	23		24	25	26	27
SPRING BREAK						
29	30		31	1	2	3
Week 11	Due: see 3/31	Readings: Wohlwend, CH 4-5 Writing Journal Entry 13				
5	6		7	8	9	10
						11

April

2015

March							May						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7						1	2
8	9	10	11	12	13	14		3	4	5	6	7	8
15	16	17	18	19	20	21		10	11	12	13	14	15
22	23	24	25	26	27	28		17	18	19	20	21	22
29	30	31						24	25	26	27	28	29
								31					30

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
29	30	31	1		2	3
(wk 11)				Readings: McCarrier et al CH 1-2 Writing Journal Entry 14		
5	6	7	8		9	10
Week 12		Readings: McCarrier et al CH 3-4 Writing Journal Entry 15 Due: Language submersion experience/paper		Readings: McCarrier et al CH 5-6 Writing Journal Entry 16		
12	13	14	15		16	17
Week 13		Readings: McCarrier et al CH 7-8 Writing Journal Entry 17		Spend an entire day at your practicum placement		
19	20	21	22		23	24
Week 14		Readings: McCarrier et al CH 9 Writing Journal Entry 18		Readings: McCarrier et al CH 10-11 Writing Journal Entry 19		
26	27	28	29		30	1
Week 15		Readings: McCarrier et al CH 12-13 Writing Journal Entry 20		Readings: McCarrier et al CH 14-15 Due after class Writing Journal		
3	4	5	6		7	8
FINALS		Due 11:59 p.m. on Canvas: Writing/ Play & literacy Case Study				

Grading System will follow: Total points possible=250

A = 90% - 100% (225-250 pts); B = 80% - 89% (200-224 pts); C = 70% - 79% (175-199 pts); D = 60% - 69% (150-174 pts) ; F < 150% (149 pts and below)

NOTE - If D or below is obtained the course must be repeated; otherwise, students must maintain a 2.5 average GPA in order to participate in internship.

CLASS POLICY STATEMENTS

Participation: Students are expected to participate in all class discussions and participate in all exercises. It is the student's responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work.

Attendance/Absences: Attendance is required at each class meeting. If an exam is missed, a make-up exam will be given only for University-approved excuses as outlined in the [Student Policy eHandbook](#). Arrangement to take the make-up exam must be made in advance. Students who miss an exam because of illness need a doctor's statement for verification of sickness and should clear the absence with the instructor the day they return to class. Other unavoidable absences from campus must be documented and cleared with the instructor in advance. **Each unexcused absence** will result in 5 points deducted from the class participation grade. **Tardy arrivals** will result in 2 point deducted from the class participation grade. If points from absences and tardy arrivals exceed the 20 points allotted for class participation, the points will be taken from the final total. **Three unexcused absences may result in a teacher candidate being dropped from the early childhood education program.**

Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT). See <https://fp.auburn.edu/disability/faculty/syllabus.asp>

Honesty Code: The University Academic Honesty Code and the [Student Policy eHandbook](#) Rules and Regulations pertaining to Cheating and Plagiarism will apply to this class. See <https://sites.auburn.edu/admin/universypolicies/Policies/AcademicHonestyCode.pdf>

Professionalism: As faculty, staff, and students interact in professional settings, we are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are:

Professional Dispositions Checklist – Early Childhood Education^a

1. Creates a caring and supportive learning environment, encourages self-directed learning by all students, and exemplifies a commitment to all students learning mathematics with understanding (NAEYC 1abc, 2a, 3c, 4abc, 6b)
2. Demonstrates behaviors that are consistent with the ideals of fairness and the belief that all students can learn (NAEYC 1abc, 2a, 6bde)
3. Demonstrates, models, and exemplifies a commitment to diversity (NAEYC 2ab, 6bde)
4. Engages in responsible and ethical professional practices (e.g., shows trustworthiness, nurtures professional relationships, maintains confidentiality regarding students and school matters) (NAEYC 6be)
5. Demonstrates professionalism by being prepared, dressing professionally, communicating appropriately, and fulfilling attendance expectations(NAEYC 6abcde)
6. Shows respect for and cooperates with students, families, colleagues, and members of the community (NAEYC, 6abcde)
7. Shows initiative and self-direction in classroom activities (e.g., organization and management of classroom, planning and implementation of instruction) (NAEYC 1abc, 3abcd, 4abcd, 5abc)
8. Demonstrates a commitment to using technology and other teaching tools, follows policy regarding use of technology, and models digital citizenship and responsibility (e.g., the appropriate use of social media). (NCTM 7.6) (NAEYC 3b4b5qb)
9. Contributes to collaborative learning community, models and nurtures intellectual vitality, and demonstrates interest and enthusiasm for the profession (NAEYC 1c2bc6abcde)
10. Accepts/acts on constructive criticism and suggestions in a professional way (NAEYC 4ad, 6abcde)
11. Monitors and adjusts own professional dispositions as necessary (NAEYC 4ad, 6abcde)
12. Demonstrates a commitment to effective teaching by reflecting on and analyzing past practices to stimulate ongoing improvement for future practice (NAEYC 4ad, 6abcde)
13. Demonstrates a willingness to seek out curriculum materials and activities that will stimulate the learning of all students (NAEYC 1abc, 2a, 4abc, 5abc)
14. Uses assessments in a responsible manner that reflects the purposes for which they were intended and avoids drawing unwarranted conclusions based on a single assessment. (NAEYC 1abc, 3abcd)

^a**These dispositions are linked to NAEYC Code of Ethical Conduct and Professional Standards.**

***Mobile Device Policy:** Smartphone use or text messaging or unapproved iPad/Tablet or laptop usage during the class session is viewed as extremely unprofessional and will result in an automatic loss of 5 points of **Class Participation and Professional Behavior** grade points (under COURSE REQUIREMENTS) **for the first occurrence; additional points will be deducted for repeated occurrences.** It is best that phones, iPads, and laptops not be visible during the class session to avoid any misunderstanding of their use, unless specific use initiated by the instructor is communicated. If you take notes on your laptop, speak with Dr. Love.